

### Concept Map Modification Directions

What follows is a differentiated “hook”, preassessment, and reflective tool for those schools that have not yet had Vanguard training on balanced assessment. Use it if you feel like your teachers might be distracted by the terminology used in the article and need some exposure to the language of balanced assessment prior to the module.

Make copies of the concept cards for teachers to use in small groups (one set per group) and two copies of the connector cards (connectors cut out prior to the module).

Participants then read the definition and example aloud to the small group. Sharing their initial thoughts.

After the instructional portion of the module (slide \_\_\_\_\_) participants use the connectors to discuss the many ways that the “map” of balanced assessment could be arranged.

After 5 minutes have the teachers share the group map with the whole group. Now the teachers should be ready to work with their own units.

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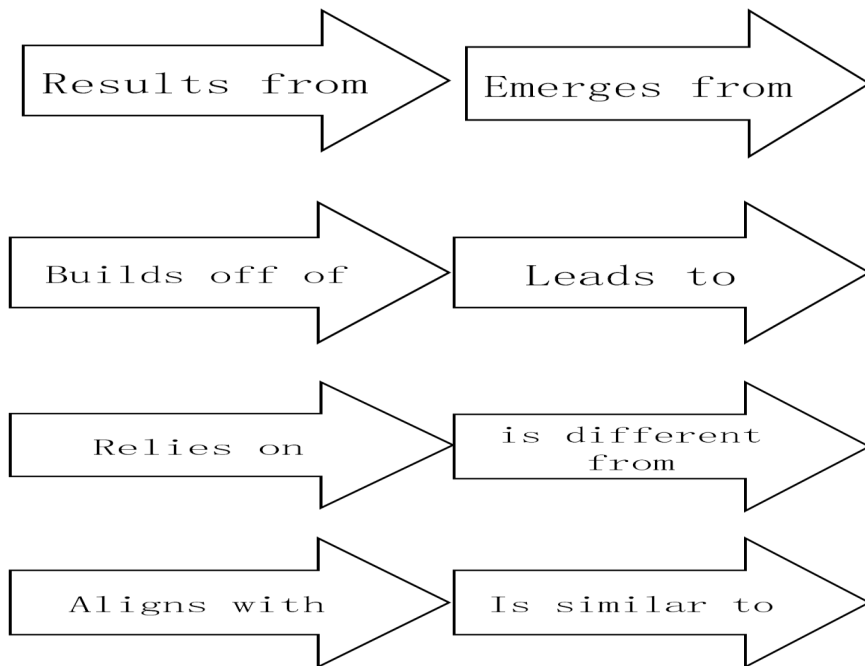
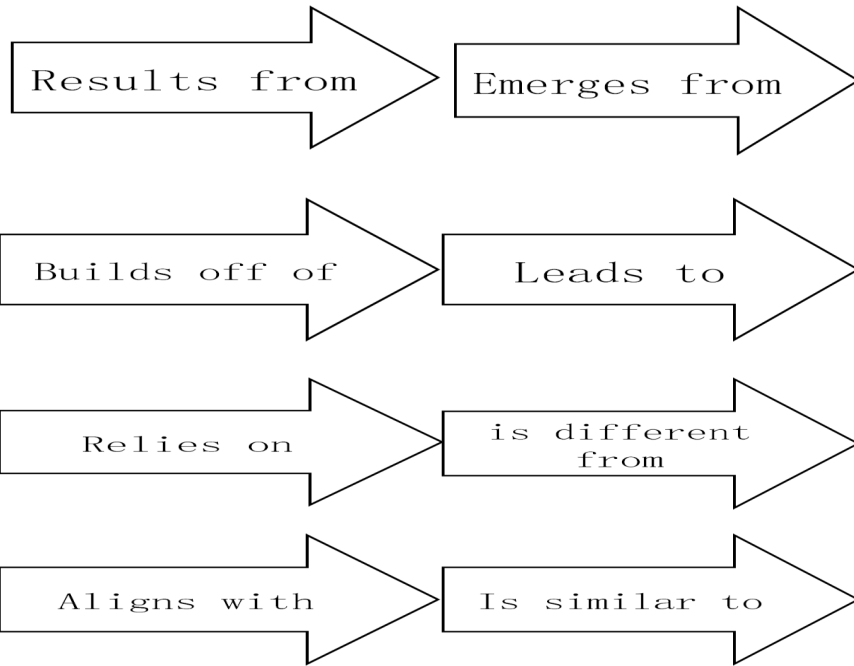
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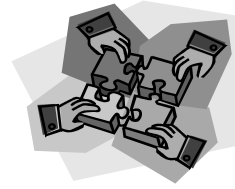
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After 5 minutes have the teachers share the group map with the whole group. Now the teachers should be ready to work with their own units.



## Concept:

# Understanding by Design (UbD)



**A way of thinking about designing a unit. Units are designed with the underlying *understanding*—the students' ability to use, transfer, apply, and reflect on the relevance of—driving unit assessment. Once unit assessment is determined, teachers then design a learning plan to facilitate student *understanding* and mastery of unit objectives. Uh...Here's what that looks like—**

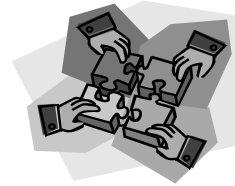
Thinking about assessments first and ensuring time to reflect on my lessons/units are the two things I find most valuable when using UBD. Planning UBD style prompts me to review the type of assessment I plan on using; it helps me evaluate what I want the students to achieve and if the assessment truly measures their mastery. The “planning backwards” also results in a stronger awareness of my unit objectives and makes me a more purposeful teacher UBD also encourages reflection – this helps me assess the effectiveness of my lesson delivery and of the resulting student understanding. The reflection aspect helps me to work smarter not harder – by noting my observations of the lesson and giving quick temperature checks to assess learning I can tweak the lesson/activity so it runs smoother or is tied in better to the unit objectives. It also makes it easier for me to plan the next lesson because I have a better sense of where the students are and where I want them to be by the end of the unit.



Julie Pocalyko—  
English 9 and AP  
Language and  
Composition

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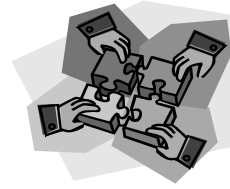
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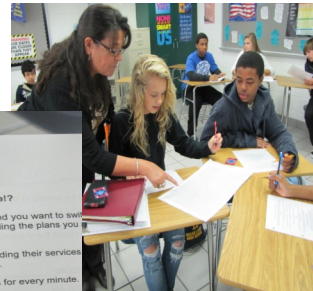
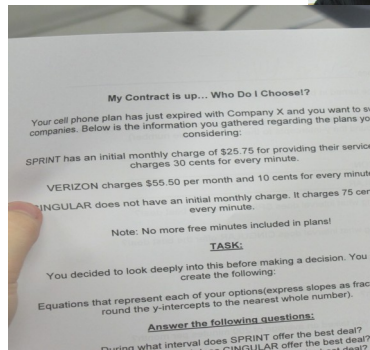
## Concept:

# Authentic Assessment



**Assessment that provides students with the opportunity to transfer the knowledge and skills that they have acquired in a unit to an authentic experience—real or contrived—that makes what they have learned relevant to the real world . Uh...Here's what that could look like—**

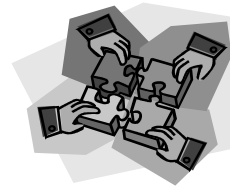
This performance task is about cell phone plans. The students are given the task of deciding which cell phone plan would be best given different scenarios. It involves writing linear equations given the graph, writing answers in interval notation and interpreting the information which is graphed. In addition to giving me formative assessment data for my students' understanding of linear equations, this task could be used a pre-assessment for writing equations of a given line in slope-intercept form.



Helen Dondero—  
Algebra 1 Honors  
and Algebra 2  
teacher

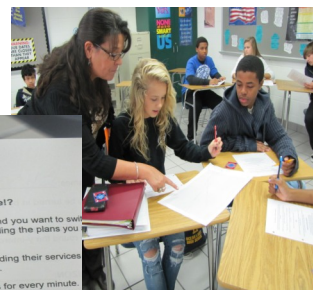
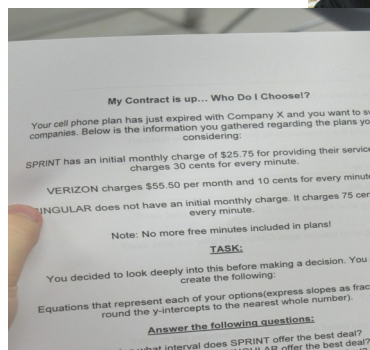
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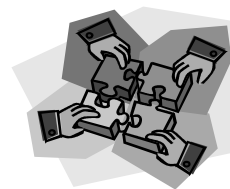
Helen Dondero—  
Algebra 1 Honors  
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## Concept:

# Formative Assessment

Formative assessment—The use of assessment tools to perform a “temperature check” on students’ mastery of unit objectives. This assessments are given prior to summative assessment and are built into an RTI plan.

Here’s what that goal could look like...



Mrs. Green and I have been using quick quizzes, labs and in class assignments to check for student understand BEFORE summative assessments. If a student scores below a 70% on a quiz, lab or any other formative assignment, they are assigned an academic appointment and asked to come in a review the material. Often we have preselected problems with solutions assigned from the text, other times we have small group activities or inquiry lessons that re-teach what was done in class a different way. Upon completing the remediation, we administer another assessment and as long as the student scores at least a 70%, they are off the hook and won’t get another “appointment”. We also change their scores to a 70% when this happens so that the grade in the grade book reflects their new-found competency to a minimum of a C. Students have seemed to respond pretty well, although there are some who refuse to come to the appointments and others who seem to like the appointments a little too much and keep needing them ☺.



**Bridget Mariano**  
Chemistry teacher (and sunglasses model?)

**Heather Green**  
Chemistry teacher

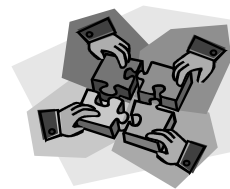


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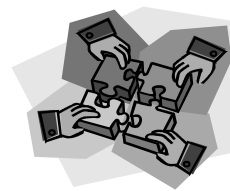
**Heather Green**  
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## Concept:

# Preassessment

Preassessment—The use of assessment tools to gauge what students know, how they learn, and/or their areas of interest before beginning a unit—will you need to teach foundational skills? Can you skip early steps and get to the tough stuff with more time to practice? Here's what that goal could look like...



Students in an AP Chemistry course have taken a learning survey at the beginning of the year. Based on this data, the chemistry PLC instructors determine that 70% of their students are sequential learners. This learning style indicates that they will be teaching students who are terrific at memorizing information presented in a logical, sequential order and who are able to recall such information easily on tests. However, it also indicates that these students will have a difficult time analyzing the information they'll be given and will struggle to transfer information into new contexts.

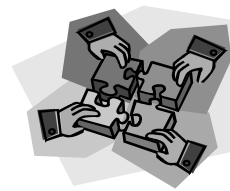
The instructors plan to have a performance task that requires transfer of information to an authentic, and new situation. These teachers plan to adapt the stage 3 sequence of teaching and learning this year to help those sequential learners be successful with summative performance tasks by creating daily exit tickets that require students to apply what they have learned to a context not covered in class.



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